

Script for group presentation- Cath, Cassie, Chloe, Claire, Georgia and Hannah.

My name is Cath, and I am the Year one teacher, the deputy safeguarding officer and the “Additional learning needs co-ordinator” or the “ALNCo” this means I am designated lead in accordance with section 60 of The Additional Learning Needs Code for Wales 2021 Act, I have responsibility for the co-ordinating of additional learning need provisions.

According to Welsh Government (2021) the Additional Learning Needs Code for Wales 2021 was created in accordance with the Act, which, when combined with other rules created under the Act, establishes Wales’s statutory framework for addressing children's additional learning needs.

“The Act” refers to the Additional Learning Needs and Education Tribunal (Wales) Act 2018. “Additional learning needs” or “ALN” has the meaning given by section 2 of the Act.

According to Welsh Government (2021) Chapter 8. Section 1 In Wales, all mainstream maintained schools are required to appoint someone, to lead and oversee the coordination of services for pupils with ALN.

Amelia is due to start in Reception class and has a physical disability, she has what is known as cerebral palsy. According to NHS (2023) this diagnosis in children can cause delays reaching developmental milestones and the condition affects their movement, ability to walk and co-ordination. According to the Equality Act of 2010, not every child with a disability will have ALN. The only situations in which a child needs Additional learning provision are when their disability makes it impossible for them to access educational resources that is offered to children their own age in schools.

Amelia has a Local Authority Individual Development Plan through Health. *Social Services and Well-being (Wales) Act 2014* maintains that a child with a disability is treated fairly and equally.

According to Welsh Government (2021) chapter 3, Section 1 and 2 and Children Act 2004, Section 25, the ALN system aims to foster a fully inclusive education system, providing equal opportunities for all learners to succeed, benefit, and enjoy learning. The Welsh Ministers developed a Code in accordance with the Rights of Children and Young Persons (Wales) Measure (2011), considering UNCRC (UNICEF, no date).

According to Welsh Government (2021) Chapter 8, section 7 and Tes (2017) every one of us teachers educate pupils who have ALN and we have several children in each class in this school with either an Inclusive learning plan or an Additional learning plan, therefore considerations in our planning for each child's individual needs must be considered in line with the Curriculum for Wales Welsh Government (2020a).

According to Cook (2013) and Aubrey (2011) my role is a strategic one within the education setting and should, consequently, be a member of the senior management team. This will assist the educational setting in organising, overseeing, and conducting its obligations to identify and address the needs of children with ALN.

According to Welsh Government (2021) Chapter 8, Section 14 when necessary, as the ALNCo I must obtain appropriate services to support a pupil's ALPs according to snap Cymru (n.d). Some pupils with ALN will require the assistance of outside agencies and experts. As the ALNCo I will oversee the catalytic leadership style according to Eckert (2022) Male and Nicholson (2016) involving the communicating and collaborating amongst everyone involved including the parents, in determining the needs, planning, and delivering support to Amelia.

This is an essential aspect of the ALN system. Whalley et al. (2019) highlights the importance of democratic leadership emphasizing the need for leaders to balance multiple demands, engage with parents and the community, and develop innovative ways of working.

According to Welsh Government (2021) Chapter 22. Section 16. I will arrange a PCR which is a person-centred review as soon as possible also Chapter 27 section 18 we

will discuss and plan a transitioning session for Amelia and her parents to visit, so that she can familiarise herself with the new environment and staff, recommended by Cadima *et al.* (2015).

Claire as her teacher you will be involved in this plan, we will discuss a date and time that suits everyone. Claire, can you share your diary with me please for these arrangements to be made?

Claire replies

The Health and Well-being Area of Learning within the curriculum for Wales Welsh Government (2020b) and Garvey (2017) focuses on holistic health and well-being, combining physical, mental, and emotional aspects, aiming to develop learners' capacity to navigate life's opportunities and challenges.

ANSWER TO Q on 1-1 support in class for Claire

According to Welsh Government (2021) chapter 8 section.19. The ALNCO must supervise and arrange for the training of learning support workers who collaborate with pupils with ALN and arrange additional training for staff to support learners with ALN. The support worker that Cassie allocates to Ameila will need up-to-date training, together we will make these arrangements if that is ok with you Cassie.

Whalley et al. (2019) and Kivunja (2015) believe the need for shared values, the need for holistic management, and the effectiveness of visionary and affiliative leadership styles. One of the Kurt Lewins 1939 theories on leadership styles cited by Leadership Success (2022) is the democratic leadership which involves collaboration of multiple agencies to make decisions which is my role as ALNCO, however once the IDP is finalized and in place for a child with ALN Kurt Lewin's second leadership style theory is the Autocratic leadership, therefore as ALNCO I expect everyone to follow the targets of all local authority IDPs as this also is a legal document, and it will be followed without question as directed by Welsh Government (2021) and *Children Act* 2004, Section 25.

All staff members who deal with children who have ALN have an obligation to make sure that their learners' needs are recognised and met (Lindon, 2011).

The funding for ALN has increased year-on-year for at least the past eight years according to Estyn' (2023). However, there is growing concern that many young children are starting in early years' settings with poor language development. The National Health Service (2019) endorses this statement, claiming that 50% of children are entering settings with speech and language delay. Claire has voiced her concerns about this therefore I would like to arrange wellcomm GL assessments (2017) training which is the speech and language tool kit for identifying speech and language delays for all staff in the early years department please Cassie.

Cassie replies

This study by Pielstick (2000) explores the difference between formal leaders like this team and our informal leaders in organisations. The study found that informal leaders scored higher in six areas of interest: shared vision, communication, relationships, community, guidance, and character. Our informal leaders such as our Teaching assistants are equally important members of our team, the Ta's work and support our children with their ILP and ALP target's therefore collaborative working is essential for a holistic, shared vision for the best outcomes for our children (Lindon, 2011) and Cook (2013).

Lastly, according to Garvey (2017) and Vorkapić (2012) challenges and conflict occur in a workforce of all women, this can be avoided by communicating according to Aubrey (2011) and Garvey (2017) therefore - any concerns or support I can offer regarding ALN, safeguarding or general concerns, questions or reviewing of ILP ALP and IDPs that anyone may have, please reach out and I will support in any way I can.

Thank you.

NO AI used in this assignment